

Child Outcomes

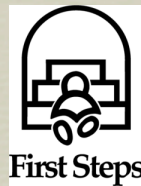
First Steps Provider Agency Meeting
April 10, 2014

Michael Conn-Powers
Early Childhood Center
IIDC, Indiana University-Bloomington



Part C Annual Performance Report (APR) FFY 2012

INDIANA



February 3, 2014

✧ Submitted Annually

✧ Federal Fiscal Year
2012 (July 1, 2012 –
June 30, 2013)

Let's talk data

1. What are the outcomes?
2. How are they computed?
 - ❧ Data sources
 - ❧ Data analyses
3. What do we do with them



Federal child outcomes:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language)
- C. Use of appropriate behaviors to meet their needs



Movie

Where did they come from?

❧ Originally developed by the
Early Childhood Outcomes
Center

<http://projects.fpg.unc.edu/~eco/>

❧ Adopted by feds as part of our
annual report to them



The Early Childhood Outcomes Center

Welcome

The Early Childhood Outcomes (ECO) Center provides national leadership in assisting states with the implementation of high-quality outcome systems for early intervention (EI) and early childhood special education (ECSE) programs.

Our website provides up-to-date information and resources for state and local administrators, technical assistance providers, teachers, other direct service providers, and families.

The ECO Center is a collaborative effort of SRI International, the University of North Carolina's Frank Porter Graham Child Development Institute, RTI International, and the University of Connecticut. The ECO Center was originally funded by [Office of Special Education Programs \(OSEP\)](#) in October 2003, and is currently funded through September 2013.

Want to learn more about the reporting requirements for child and family outcomes? Listen to an orientation for new staff [here](#) (1hr 16min).

Download a one-page flyer outlining [ECO Center activities](#).

"Yet, ultimately, teachers, parents, and policymakers also need to know if young children are healthy, that they are developing essential social and emotional skills such as self-regulation and cooperative play, and that their emerging academic skills are developing appropriately. At the end of the day, early learning and development programs must begin to shift to evaluating the basic outcomes we seek and prize for our children."

Secretary of Education Arne Duncan's Remarks at the National Association for the Education of Young Children Annual Conference November 18, 2009

What's New

- Child Outcomes 2010 now available
- Relationship of Quality Practices to Child Family Outcomes Measurement Report
- Registration now open for 2012 Measuring Improving Child Family Outcomes Conference
- Family Outcomes Framework and Self-Assessment now available
- Outcomes Step Video
- Outcomes in the News

How are they computed?

1. Use our AEPS assessment data from the following domains



Federal Outcome	AEPS Domain
A. Positive social-emotional skills (including social relationships)	Social
B. Acquisition and use of knowledge and skills (including early language/communication)	Cognitive
C. Use of appropriate behaviors to meet their needs	Adaptive

How are they computed?

2. Convert pre- and post-assessment data to federal outcome format

Federal Outcome Data Format	State Data		
	Pre	Post	Progress?
a. Did not improve functioning	0,-1,-1.5,-2	< -1 & $\leq \text{Pre}$	NO
b. Improved but not sufficient to move near to same-aged peers	0,-1,-1.5,-2	≤ -1.5	YES
c. Improved to level near same-aged peers	0,-1,-1.5,-2	$= -1$	YES
d. Improved to functioning at level as same-aged peers	< 0	$= 0$	YES
e. Maintained functioning at level as same-aged peers	$= 0$	$= 0$	YES

Progress?

- Progress is defined as the acquisition of at least one new skill or behavior related to the outcome.

How are they computed?

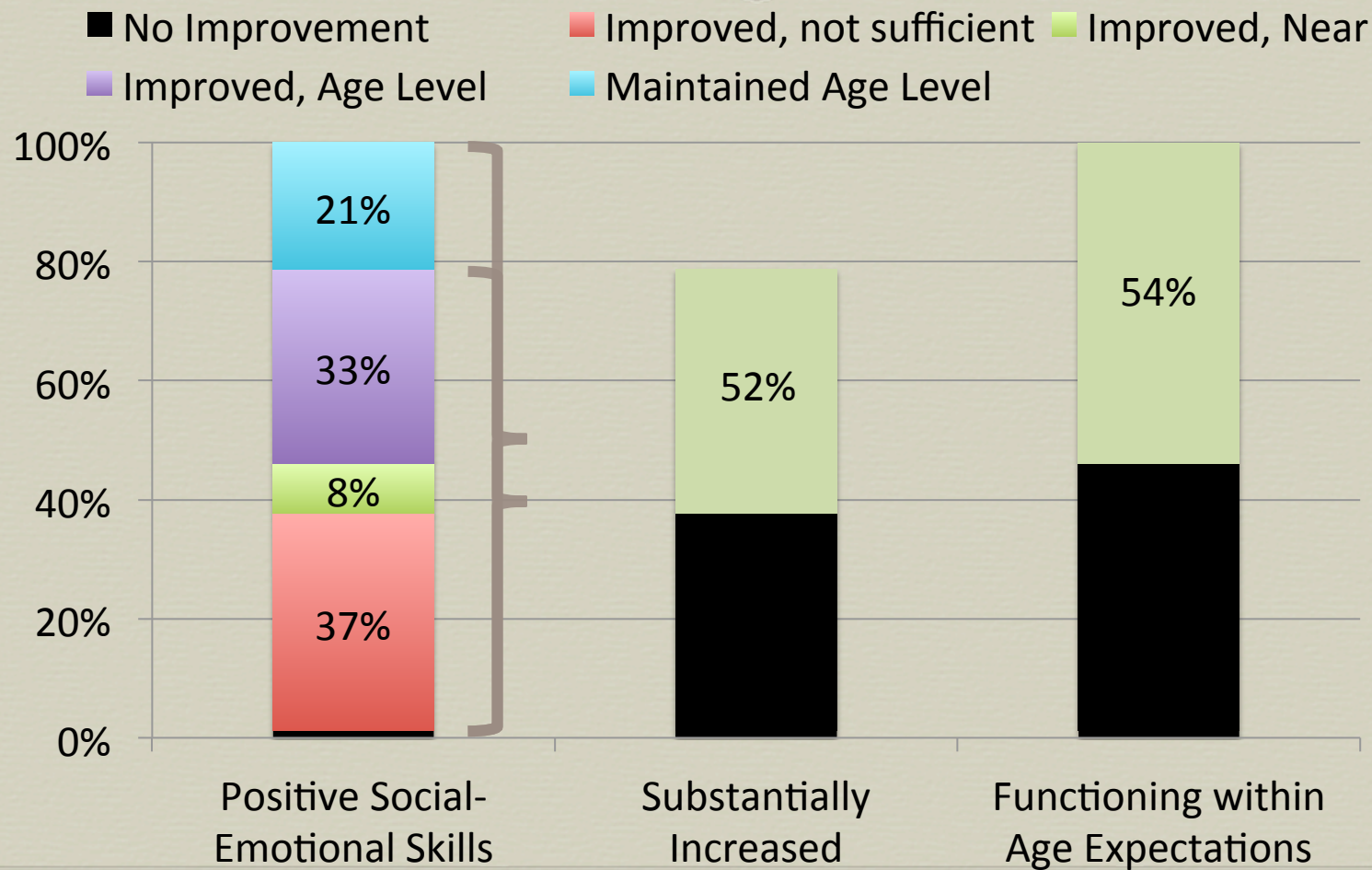
3. Compute Federal Summary Statements

Outcome Summary Statements	Formula	Results
1. Of those children who entered the program below age expectations, the percent who <u>substantially</u> increased their rate of growth by the time they exited.	$\frac{(c + d)}{(a + b + c + d)}$	50.4%
2. Percent of children who were functioning within age expectations by the time they exited.	$\frac{(d + e)}{(a + b + c + d + e)}$	66.1%

ADAPTIVE Federal Outcome Data Format	State Data	
	Count	%
a. Did not improve functioning	90	1.4%
b. Improved but not sufficient to move near peers	1743	26.9%
c. Improved to level near same-aged peers	363	5.6%
d. Improved to functioning at level as same-aged	1499	23.2%
e. Maintained functioning at level as same-aged	2779	42.9%

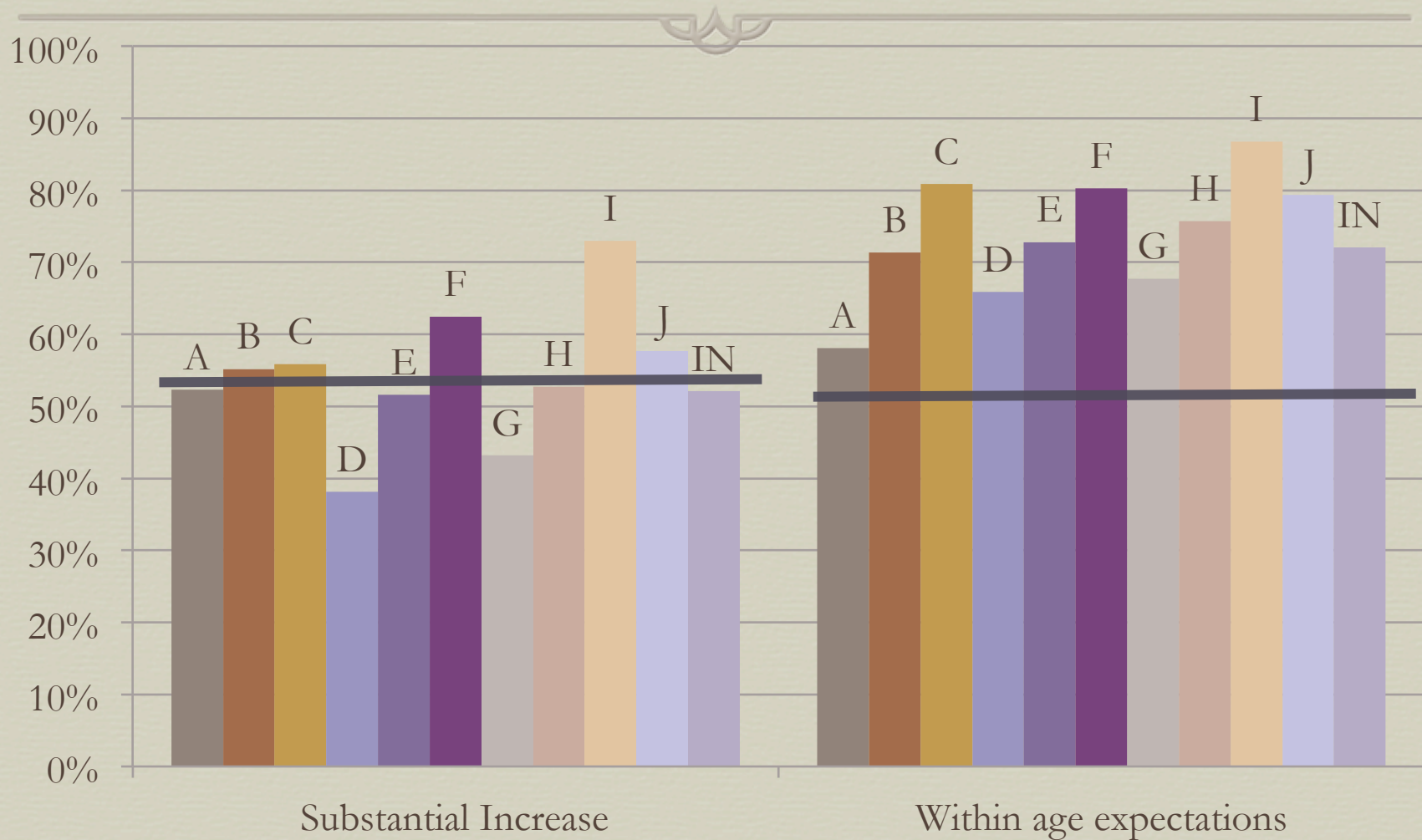
Positive Social-Emotional Skills

FFY 2012 APR



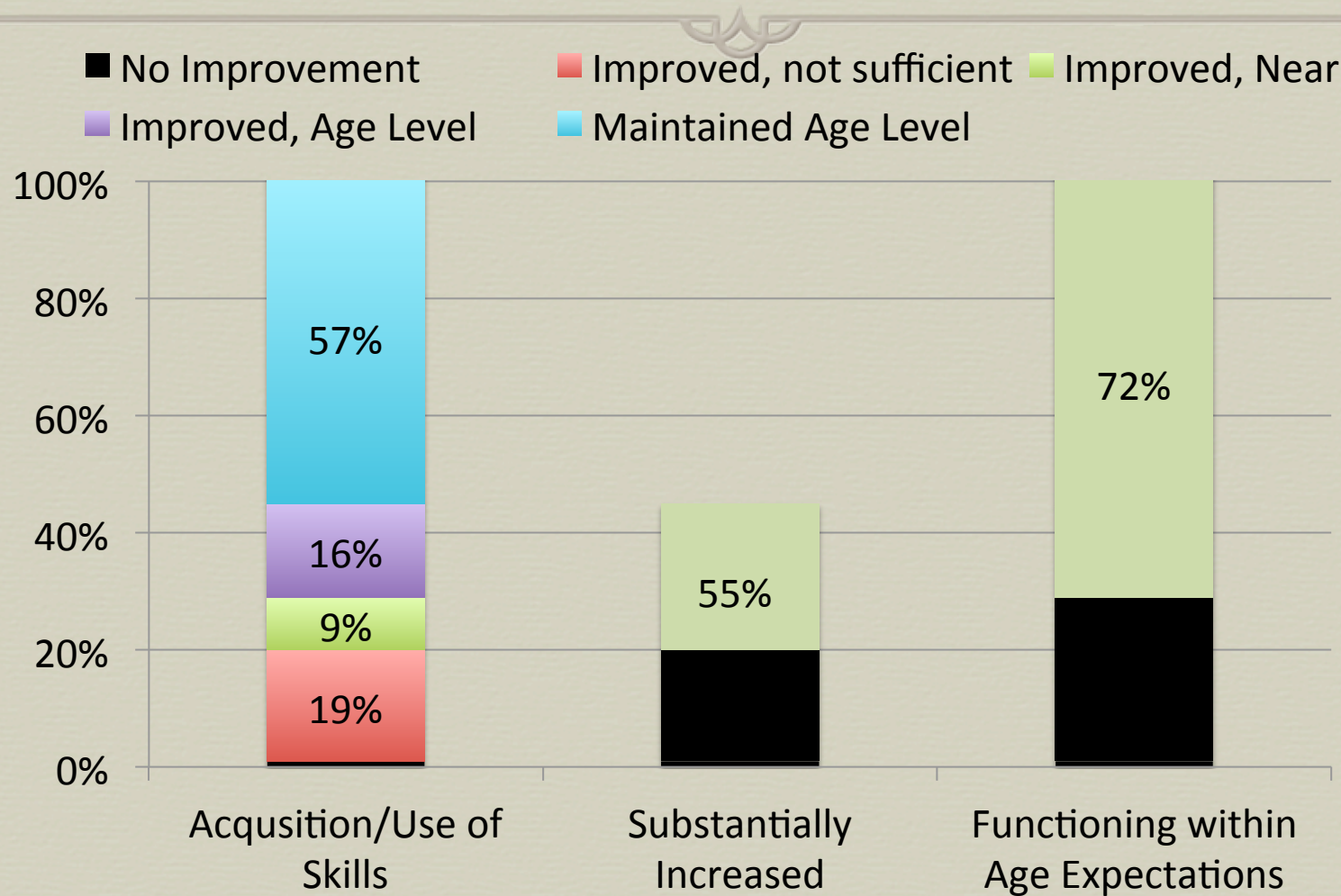
Positive Social-Emotional Skills by Cluster

FFY 2012 APR



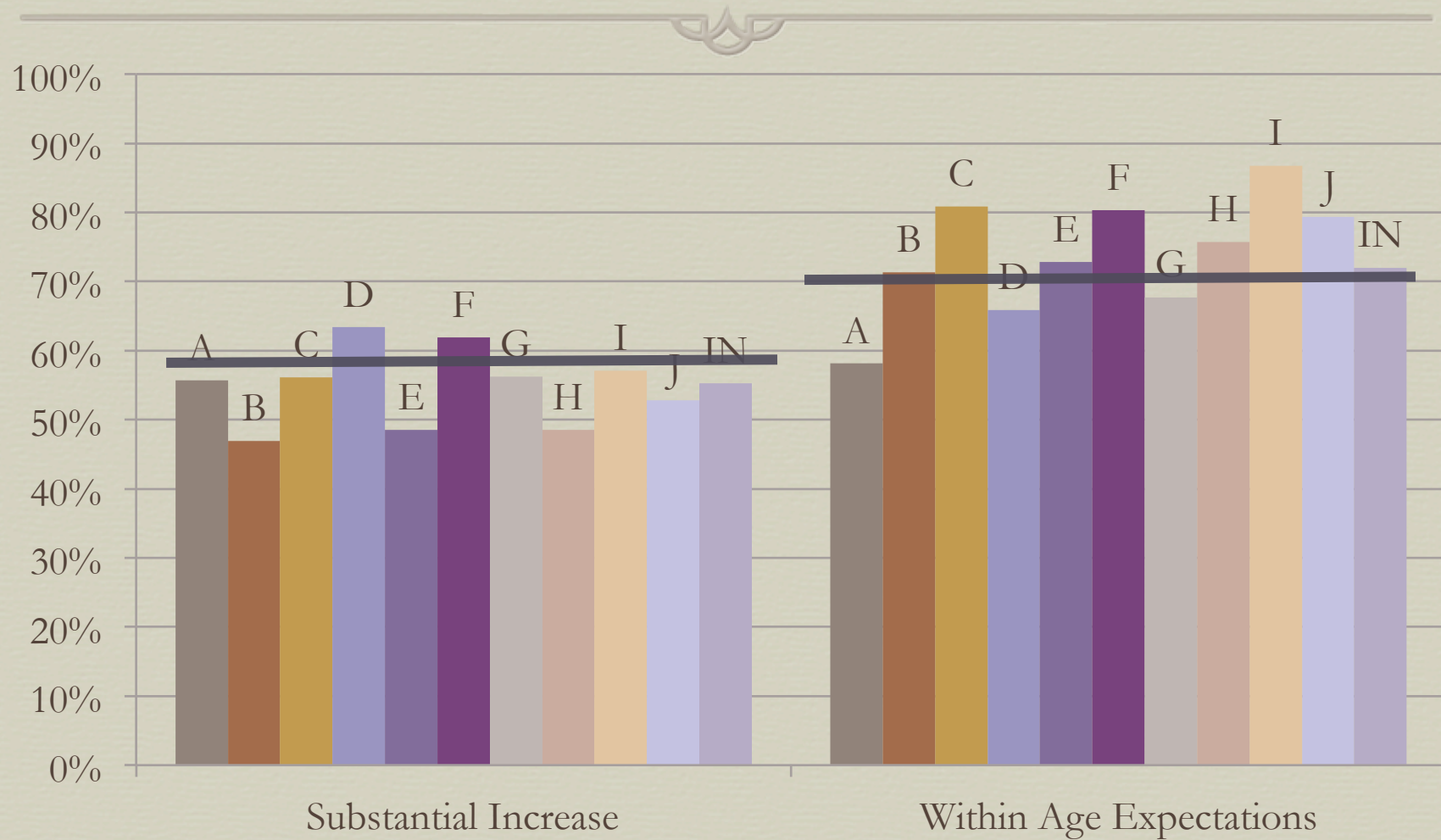
Acquisition/Use of Knowledge & Skills

FFY 2012 APR



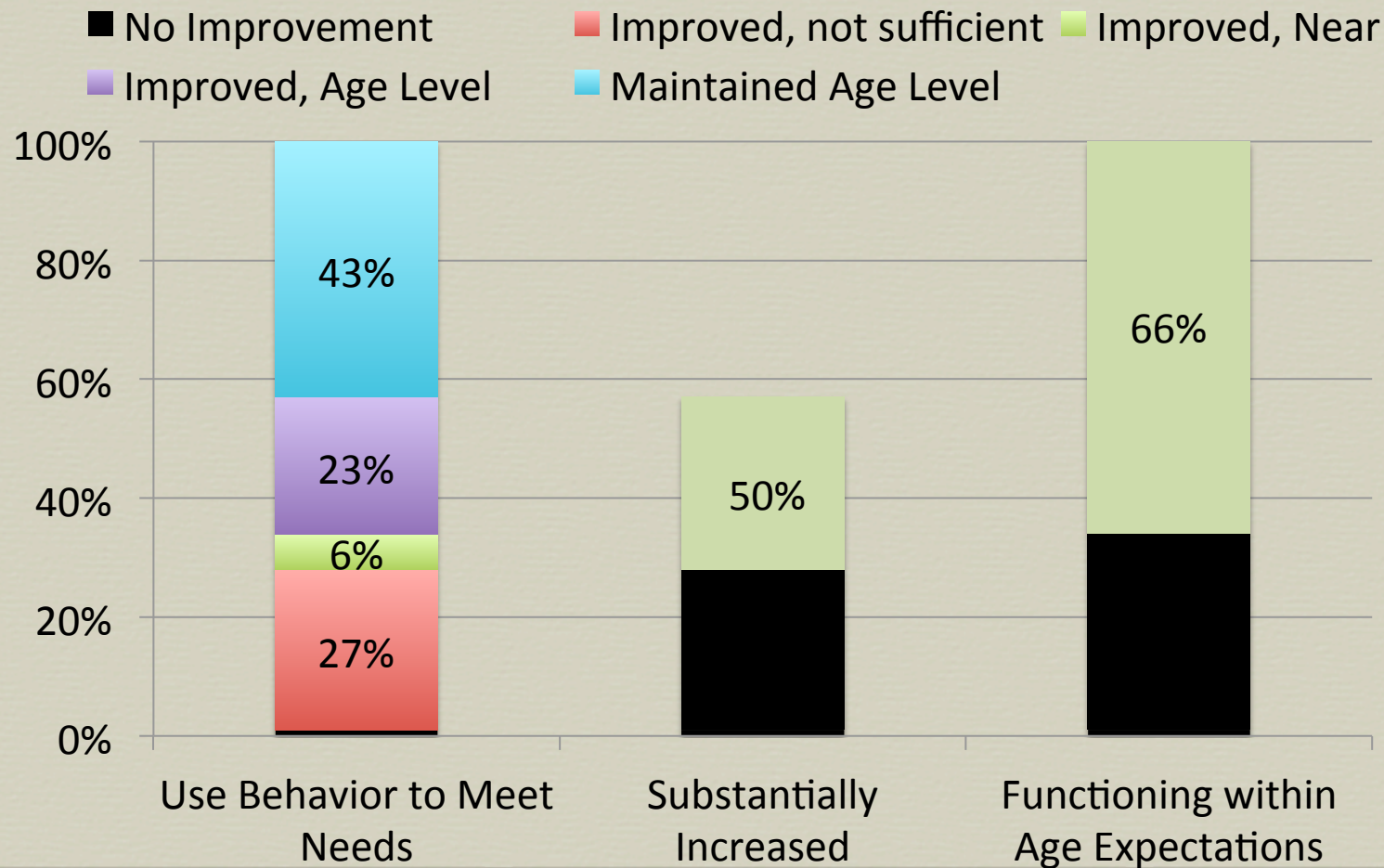
Acquisition/Use of Knowledge & Skills

FFY 2012 APR



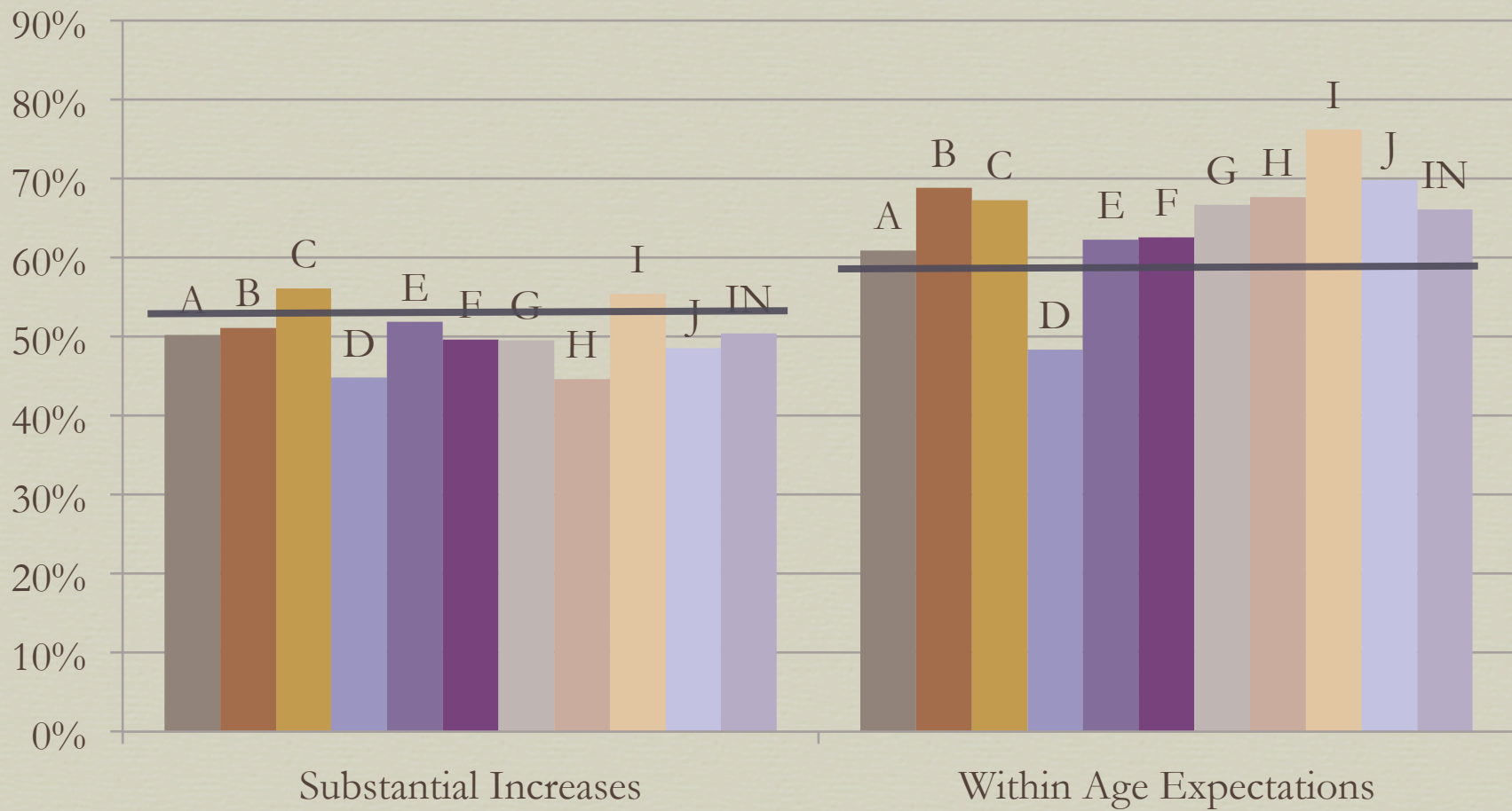
Use Appropriate Behavior to Meet Needs

FFY 2012 APR



Use Appropriate Behavior to Meet Needs

FFY 2012 APR



That's all I have



∞ Questions or
comments?